

**THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE ON THE
STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MA
MIFTAHUL ULUM PANDANWANGI LUMAJANG**

THESIS

**This thesis is submitted to meet one requirement to achieve master degree in
English Language Education**



**By:
MOCH. SYUKRON MA'MUM
NIM 201510560211001**

**MASTER OF ENGLISH LANGUAGE EDUCATION DEPARTMENT
POST GRADUATE PROGRAM
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Has been examined in front of examiners
on Saturday, 27 October 2018 and decided that
it has fulfilled the requirements to get
Master Degree of English Language Education
in Postgraduate Program of University of Muhammadiyah Malang

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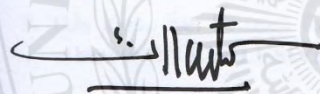
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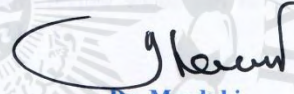
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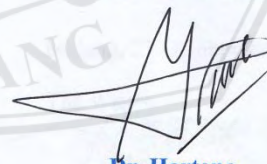
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Hereby, declare that:

1. The thesis entitled: **THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE ON THE STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT MA MIFTAHUL ULUM PANDANWANGI LUMAJANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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Malang, 27 October 2018

The Writer



MOCH. SYUKRON MA'MUM

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Bismillahirrohmaanirrohiim..

Alhamdulillah, all praise to Allah, the Merciful, and Charitable. Because of the guidance, blessing and affection, the writer can finish this thesis. Sholawat and Salam are always given to the prophet Muhammad SAW.

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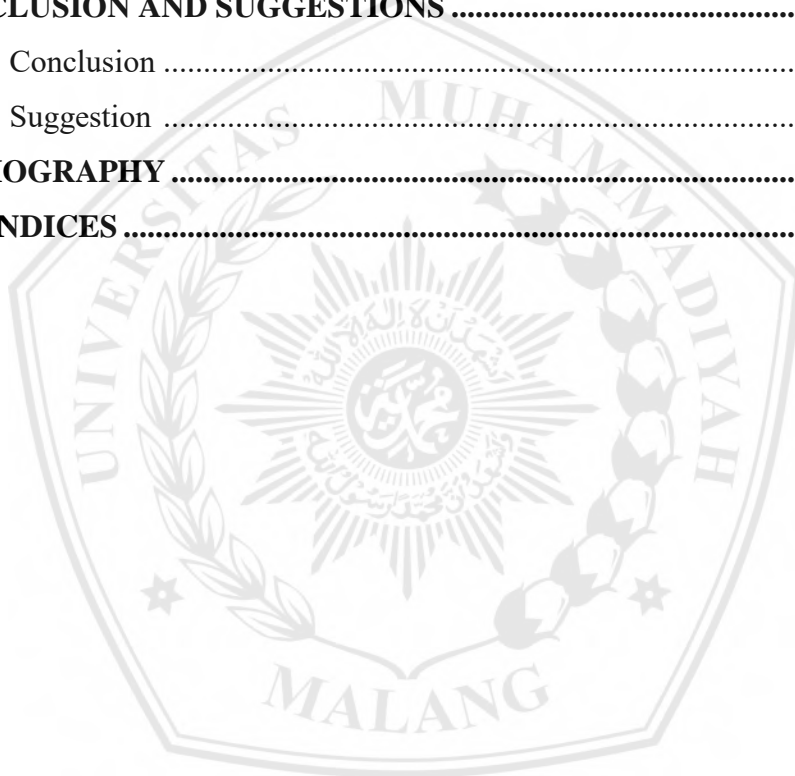
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Moch. Syukron Ma`mum

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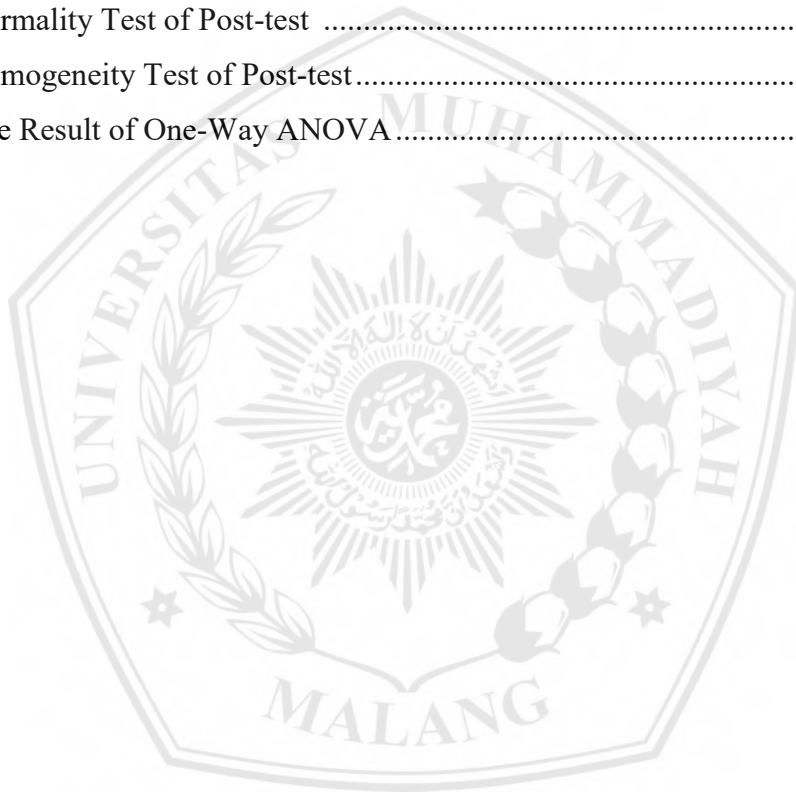
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THE INFLUENCE OF USING DICTOGLOSS TECHNIQUE ON THE STUDENTS ABILITY IN WRITING NARRATIVE TEXT AT MA MIFTAHUL ULUM PANDANWANGI LUMAJANG

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ABSTRACT

Writing is an active and productive skill. The skills involved in writing are highly complex. So that, teaching writing is one of the vital aspects in English teaching. The English teacher should find the appropriate technique for teaching especially in writing. Madrasah Aliyah Miftahul Ulum Pandanwangi Lumajang has a problem on improving the students' writing ability. Therefore, the researcher conducts a research which is focused on the influence of using dictogloss technique toward students writing ability. The purpose of this research is to know whether the students who are taught by using dictogloss technique have better writing achievement or not than those who are taught without using dictogloss technique.

This research used quasi-experimental design. The sample of the research was the eleventh grade students of MA Miftahul Ulum. Pre-test and post-test are applied into both experimental and control class. The instrument was writing test in the form of essay writing test. The researcher analyzed the data gained from pre-test and post-test by using One-Way ANOVA to know the influence of dictogloss technique toward students' writing ability.

The result of One-Way ANOVA shows that the value of sig. is .001 (sig. < .05). It means that there is significance different among pre-test and post-test for both control and experimental group. The significance different are showed by post-test for experimental and pre-test for experimental and control group. It indicated that the use of dictogloss technique improve students' writing ability in experimental group. as a result, the null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. There is an improvement of using dictogloss toward students' ability in writing Narrative text at MA Miftahul Ulum Pandanwangi Lumajang.

Key Words: Influence, Writing, Ability, Dictogloss, Narrative

PENGARUH DARI PENGGUNAAN TEKNIK DICTOGLOSS PADA
KEMAMPUAN MENULIS SISWA DALAM MENULIS TEKS NARATIF DI
MA MIFTAHUL ULMU PANDANWANGI LUMAJANG

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ABSTRAK

Menulis adalah sebuah kemampuan aktif dan produktif. Kemampuan yang terdapat dalam menulis sangat kompleks. Sehingga, mengajar kemampuan menulis adalah aspek penting dalam mengajar Bahasa Inggris. Guru harus menemukan teknik yang cocok untuk mengajar, terutama kemampuan menulis. Madrasah Aliyah Miftahul Ulum Pandanwangi Lumajang mempunyai masalah dalam meningkatkan kemampuan menulis siswanya. Oleh karena itu, peneliti melakukan penelitian yang fokus pada pengaruh penggunaan teknik dictogloss pada kemampuan menulis siswa. Tujuan penelitian ini untuk mengetahui apakah siswa yang diajar dengan menggunakan dictogloss mempunyai kemampuan yang lebih baik atau tidak daripada siswa yang diajar tanpa menggunakan dictogloss.

Penelitian ini adalah penelitian kuasi-eksperimental. Sampel penelitian ini adalah siswa kelas sebelas di MA Miftahul Ulum. Pre-tes dan pos-tes diaplikasikan pada kelas eksperimental dan kelas control. Instrumen penelitian ini adalah tes menulis dalam bentuk esai. Peneliti menganalisa data dari pre-tes dan pos-tes dengan menggunakan ANOVA Satu-Arah untuk mengetahui pengaruh teknik dictogloss pada kemampuan menulis siswa.

Hasil dari analisa ANOVA Satu-Arah menunjukkan nilai signifikansi sebesar .001 ($\text{sig.} < .05$). Hal ini berarti bahwa ada perbedaan yang signifikan diantara pre-tes dan pos-tes untuk kelas eksperimen dan kelas control. Perbedaan signifikan tersebut ditunjukkan oleh nilai pos-tes kelas eksperimen dengan nilai pre-tes pada kelas eksperimen dan kontrol. Hal ini mengindikasikan bahwa penggunaan teknik dictogloss meningkatkan kemampuan menulis siswa di kelas eksperimen. Hasilnya, hipotesis null (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Terdapat peningkatan dari penggunaan dictogloss pada kemampuan menulis siswa dalam menulis teks naratif di MA Miftahul Ulum Pandanwangi Lumajang.

Kata Kunci: Pengaruh, Menulis, Kemampuan, Dictogloss, Naratif

INTRODUCTION

English is taught in Indonesia as a foreign language for the development of knowledge, technology, science, and communication among people from other countries. In learning English, there are some skills need to be mastered by the students. as Harmer (2007: 265) stated:

The students learn a language in terms of four skills. Those are reading, writing, speaking and listening. Those four skills divided into two categories, receptive and productive skills. Reading and listening belong to *receptive skills*, while speaking and writing belong to *productive skills*.

Receptive skills are the ways in which people extract meaning from the discourse they see or hear, while productive skills are the skill in which the students have to produce the language by themselves. As language learners, students should master all of those skills. It means they are considered good at English when they master those four skills.

Writing is an active and productive skill. The skills involved in writing are highly complex. Students who learn writing should pay attention to the grammar, punctuation, vocabulary, and idea to express them through their writing. Richards and Renandya (2002: 303) have stated that writing is very hard to master by language learners. Following Richard and Renandya, Brown (2014: 218) has pointed out that many people have difficulty of learning to write “well”, even in their own native language. From those statements, it can be concluded that language learners will have some difficulties to learn writing. The language learners must be able to translate, generate, and translate their idea into a good text.

Teaching writing becomes a complex activity. According to Richard and Renandya (2002: 303), L2 writer should pay attention to the higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, diction, and so on. These skills are highly complex. Consequently, teaching writing will require a prodigious technique and strategy.

Teaching writing is one of the vital aspects in English teaching at Senior High school. Students should be able to write well. It was stated in standard competence of Indonesian curriculum. According to Curriculum 2006 (KTSP), the students must have a capability to write various kinds of text. In the basic competence of writing, the students are expected to write some short functional texts and long functional texts.

To produce those writing products, the students have to follow the writing steps. Richard & Renandya (2002: 316) has stated:

Writing is a process of classroom activities that integrates four elementary stages; planning – drafting – revising – and editing – and three additional stages carried out by the teacher to students, those are responding – evaluating – and post writing. In every stage, teachers often designate a proper classroom activity for supporting the definite writing skills' learning.

Thus, teacher may use the process writing as a program of instruction. It will provide students with a series planned learning experiences and help them to understand the nature of writing at every point.

From the result of preliminary study on Thursday, May 3rd 2018, the researcher conducted an observation and interview to the English teacher in MA Miftahul Ulum Pandanwangi. The researcher found that many students still got low score in their English achievement of writing, especially in writing narrative text. The students thought narrative as the most difficult text. It can be proven

from the students' score in writing test of narrative text. From 31 students, only 8 students got score more than 70. The minimum score criteria (KKM) is 70. It means that only 26% students could pass the test. The students could not produce a good writing in English. Then, there were many other problems faced by the students when they were asked to write narrative text. The students did not know how to start their writing. The students felt difficult to get ideas, to develop the topic, and got stuck in the middle of their writing. In addition, the students had limited vocabulary and poor knowledge of English grammatical rules. In the result of the test, there were many students who wrote their text without considering the grammar rules. The students felt confused on the use of simple past tense. It made their paragraphs ungrammatically. This condition will not reach the objective of teaching writing. There are some learning objectives in writing according to the curriculum of KTSP. They are:

1. The students are able to understand about narrative text.
2. The students are able to identify the social function, the generic structure, as well as the language feature of narrative text.
3. The students have capability in identifying the main topic and specific information from narrative.
4. The students are able to analyze the stages in making narrative text.
5. The students are able to write a narrative text.

Moreover, the researcher interviewed the English teacher and got some information. The teacher spent much time to explain the materials. The teacher did not create active learning activities and did not provide much time for students to interact each other. According to Purwanto (2010: 102), some factors that may

influence students' learning and achievement are students' personality, IQ, teacher, the teaching technique, teaching and learning media, and learning motivation. From this opinion, the teaching technique may influence students' learning and achievement. However, the teacher used meaningless and not communicative learning activities for writing practice. For example, the teacher asked the students to do the exercises in English workbook such as arranging the jumbled sentence, completing narrative text, and composing a text individually. As a result, students are bored, frustrated, and anxiety to practice their writing skill.

To solve the problems stated above, the teachers should be creative and choose the suitable technique in teaching. There are a lot of techniques which can motivate and actively involve the students in teaching and learning process. One of technique believed is "*Dictogloss technique*". Dictogloss is a new way to do dictation developed by Wajnryb in 1990. Wajnryb (1990: 5) has stated that dictogloss is different with the traditional dictation. In dictogloss, the students do not need to write all of the words they heard. The students only write some words and then reconstruct it in a small group. While dictation, the teacher reads the text slowly and repeatedly, and asks students to write exactly what the teachers read without doing any thinking. So, dictogloss is an active teaching technique which is appropriate for teaching writing. The students can interact each other to reconstruct the text. As a result, the students will be active and creative during the learning process.

In dictogloss, there are several stages which can support the improvement of students' writing skills. According to Wajnryb (1990: 7-9), the stages of

dictogloss are preparation, dictation, reconstruction, and correction analysis. From the stages stated by Wajnryb, students' skill will get improvement at every stage. At the reconstruction stage, the students will recreate a text by using their words. At the correction stage, it will deliver some feedbacks to help students correct their fault in their writing product. These stages will develop students' critical thinking and make students being active and creative.

There are some previous researches which related to this study. The first is conducted by Lismawati (2017) entitled "*Improving Students' Achievement in Writing Hortatory Exposition Texts through Dictogloss Technique at the Eleventh Grade of MAS Al-Waashilah Pasar V Pinang Baris*". The result was significant improvement using dictogloss in writing hortatory exposition text at the eleventh grade of MAS Al-Washilah Pasaar V Pinang Baris. Based on the result of writing test, it was found that there were 15 of 20 students (75%) who got score = 65. Therefore, it can be said that it was successful because more than 70% of the students could achieved the target mean score = 65. It proved that dictogloss is a great technique to improve writing skill.

The second previous research was conducted by Fikri (2016) with the title "*The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text*". The research finding revealed the diversity of the students' score average before students were taught using dictogloss technique (50.90) and after they were taught dictogloss technique (83.86). The T-test showed that the score of T-count (16.61) was greater than T-table (2.08) with significant level 5% and degree of freedom of 21. The result showed that dictogloss technique was effective for teaching writing of descriptive text.

The next previous research was conducted by Susanti and Sinaga (2012) under the title *“Improving Students’ Achievement in Writing Hortatory Exposition Texts through Dictogloss Technique”*. The result showed the improvement of students’ achievement in writing hortatory exposition text. The mean was 79.4 and there were 73.8% of the students who got up 75 points. The result of the research showed a big contribution of dictogloss in improving students’ writing achievement.

The previous study is different from this study because the previous study focused on hortatory exposition and descriptive text. Meanwhile, this study focused on the influence of dictogloss on students’ ability in writing narrative text. However, both have similarity in term of focusing on teaching writing. Therefore, the influence of dictogloss on the students’ ability in writing narrative text at MA Miftahul Ulum Pandanwangi Lumajang is still necessary to conduct.

Related to the background of the study, the research question is formulated: “Do the students who are taught by using dictogloss have better achievement than those who are taught without using dictogloss?” The purpose of this study is “to investigate whether students who are taught by using dictogloss have better achievement or not than those who are taught without using dictogloss”.

This study has two significances. Those are theoretical and practical significance. Theoretically, this study delivers the teaching technique in teaching writing. That is dictogloss technique. It will be a reference to enrich teachers’ knowledge about some teaching techniques. Practically, the researcher optimizes this study will helps the teachers in planning the teaching activity for writing.

Finally, it can improve students' writing ability by implementing an attractive and interesting technique.

REVIEW OF RELATED LITERATURE

This part discusses about some reviews of related literatures. It is focused on the general concept of writing, narrative text and dictogloss technique. Each section will be revealed below.

Writing

There are numerous definitions about writing. According to Flynn and Stainthorp (2006: 34), writing is used by writers to transform their ideas into words, so they can transfer their ideas to other people. It means that writing is a way of communication through a written language. By using writing, people can transfer their idea and their thinking in a form paper or other writing media.

Writing is a thinking process to express ideas into written form. It was agreed by Nunan (2003: 88) who has pointed out that writing is a process of thinking to formulate the ideas, express into good writing, and arrange into statement and paragraph clearly. It can be concluded that writing arises from a good formulated ideas, then arranged into a good writing product. To create a good writing product, the writers need to generate and organize the ideas by using an appropriate choice of vocabularies and sentences to make the ideas become a good readable text. Therefore, writing is the language skill which needs a physical and mental process of students to express their ideas, feelings, experience, message and opinion through words by words for creating a good writing product.

Writing contains a symbol (orthographic) and takes a complex process. Good writing need a good grammatical rules and consider the coherent and

cohesion. According to Celce and Murcia (2000: 142), writing is the production of the written word that results in a comprehended text for communication. It can be concluded that the final aim of writing is a communication between the writer and reader. Hence, the writing product should be in a comprehended text to avoid a misconception.

Writing is a system of learning which has a connection with other learning activities. Raymond (1980: 2) has defined that writing is learning system which need to think, observe, ask questions, experiment, and read. This statement actually implies that when writers write something, they also learn many things because they should do some activities, such as observing and reading.

Another definition, writing is a product of communication. Through writing, the writers are able to transfer their idea, purpose, and thinking in the form of written product. Brown (2000: 335) has claimed that writing is a written product of thinking, drafting, and revising that requires special skills. Following Brown, it can be concluded that the skills in writing are more complex. The writers must have a good knowledge on the creation of the idea, the comprehensive text composition, the application of the punctuation, text revision for the clearer meaning, and text editing to be a final product. Therefore, the writers should do several steps before they produce a final product of writing.

In addition, writing is different with speaking which is naturally acquired by people. People need to practice regularly to become a good writer. Harmer (2004: 3) has stated that students need to master some special instructions and practice intentionally in learning writing. Similarly, Langan (2001: 10) has also stated that writing can be learned through practice. It is a skill like driving, typing,

or cooking. Based on those opinions, it can be understood that writing is not a skill that can be mastered instantly and automatically. People must learn and practice constantly to master it.

In conclusion, writing is not only a medium that can be used for sharing ideas to other people in written form, but also an alternative way for learning. When writers write, they also do some other activities such as reading, thinking, experimenting, etc. Furthermore, writing is also a skill that can be learned and mastered by all people through continuous practice.

Process of Writing

A good writing could bring an effective communication. Confidently, people expect that they can write effectively. It is needed to share their message or idea to other people through their writing. However, for making an effective writing needs a process. The writers should go through that process. They cannot expect their writing will be good if they write quickly or in short time. As what Clouse (2008: 33) assumed that the writer cannot expect to write a good piece of writing in planning a big event quickly. It means that a good writer needs to pass some processes to deal with the best writing product. The writers cannot result a good piece of writing if they cannot follow some steps of writing process. Hence, the steps of writing process are important to conduct by the writers in resulting a good writing product.

There are some stages of writing processes. Naturally, a good writer should go through these stages to make a great writing product. Richard and Renandya (2002: 315) have divided the process of writing into planning, drafting, revising, and editing stages. Nevertheless, the stages in writing process are more

complex than this. A various stage of those stages are done in recursive way. It is not a fixed sequence, but a dynamic and unpredictable process in which there is no obligation to complete one stage before beginning others. This means that writers must not follow and do this process systematically from planning to the final version stage because this process is actually flexible. Richard and Renandya figure out the process of writing as below:

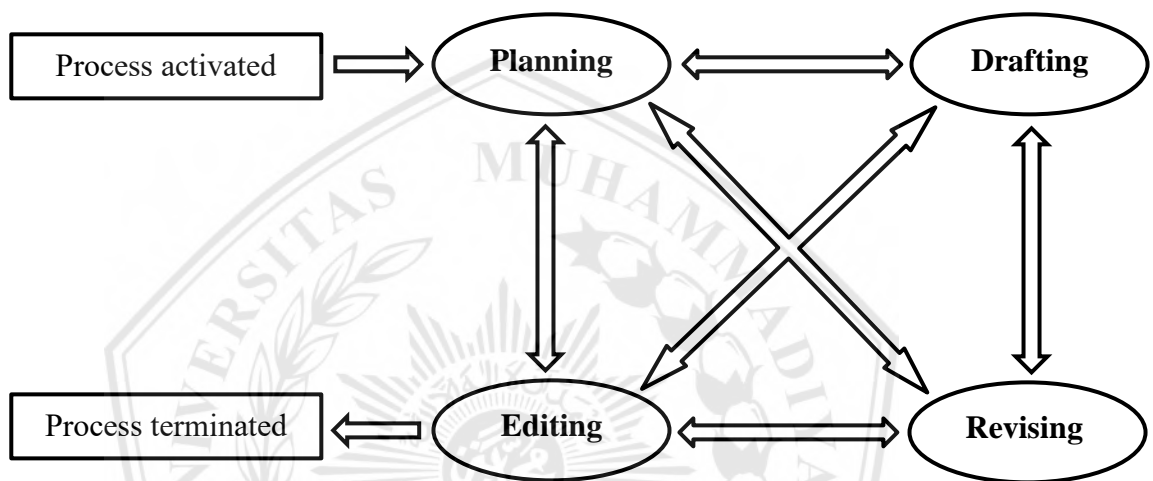


Figure 1: The writing process (Richard & Renandya 2002: 315)

a. Planning (Prewriting)

The first step in writing process is planning the theme or topic of the writing. First, the writers need to select a theme and then narrow it to a topic. At the same time, the writers think about the purpose of why they choose that topic, who the readers will be, and what the writers will do to gather information. Richard and Renandya (2002: 316) have stated that prewriting is any activity in the classroom that helps students to generate ideas and encourages them to write. There are several variety activities in prewriting stage that provide the learning experiences for students such as brainstorming, clustering, free-writing, and WH-questions.

b. Drafting

After the writer gathered some ideas at the planning stage, drafting is the first attempt in writing. It may proceed quickly. Richard and Renandya (2002: 317) have stated that drafting is the writing stage that focused on the writer fluency in producing a temporary paragraph. From this statement, it can be said that in this stage the writers transform the idea and information freely. The writer produce some paragraphs without afraid of grammar error, right punctuation, the spelling, and the capitalization. The writes' task they want to say into written form without worrying yet about grammar, punctuation, spelling and capitalization. The writer's task is only stating the clear main idea and develop the content in specific detail. One element of good writing is the writers' capability to envisage an audience.

c. Revising

Revising is a stage of writing in which the writers make a recheck to the writing product. The writers reread and rebuild their writing to make it better. According to Langan (2008: 53), revising means rewriting and rebuilding upon what has already been done in order to make it stronger. Hence, the writers should recheck, rethink, and refine the content of their writing. They need to see what works, what might need to develop, to change, or to delete in order to deliver more effective content to the readers.

d. Editing

Editing is the last phase in process of writing. After the writers pass the three previous phases, the writers may edit the text by removing and changing their writing errors. Richards and Renandya (2002: 318) have stated that in editing

stage, the students engage in tidying up their writing as they prepare the fixed writing product. They edit their own writing or their peer's for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material. The editing stage is important to do before they get a final draft of their writing.

By knowing those statements, it proves that writing is a complicated task and may not be completed hurriedly. Some phases must be passed in resulting a good piece of writing product. In planning phase, the writer plan and design the writing purpose, the readers, and collect some information to support the idea. After that, the writers transform the idea in the form of draft. Then, the writers review their writing product by checking some writing errors that could be happen. The last, the writers edit the writing and prepare to be a complete writing product. However, those processes do not begin with planning and then proceed systematically through drafting, revising, and editing. Each of those stages can occur or recur at any moment during the production of a finished piece of writing.

Purpose of Writing

Undeniably, writers have purposes when they write something on paper. According to Troyka (1987: 3), writing has four purposes; to express something, to deliver some information, to persuade the reader, and to create a literary works. Before the writers intended to write, they need to ponder what their purpose is. By determining the purpose, the writer can establish the type of the text as well as the language feature and the information provided.

The writing purpose is important to consider by the writers. The writers must recognize what they want to deliver and what they want from reader. It was

agreed by Stone (2007: 34), when the writers write, it must be on purpose. A good writer must know what they expect from reader. Following stone, it can be concluded that writing purpose is one of important aspects to consider by the writers to result a good piece of writing. Moreover, it can be used to distinguish one type with other type of text.

To conclude, a good product of writing should have a certain purposes. This is the first important thing to consider by the writers before they start to write. Those purposes of writing will bring a great contribution to the writers' thought. As long as the writers aim to achieve those purposes, they will be able to produce an optimal result not only for the writers but also for the readers.

Narrative Text

Narrative is kind of story. "Narrative is a portion of writing product which is telling the reader about story and its purpose is to entertain or amuse reader" (Anderson & Anderson, 2003: 3). It means that narrative is an entertaining text for reader. Narrative must have characters in its story. Hence, the writer can present narrative in term of first person and third person.

The story in narrative are composed from some chronological sequences. It was stated by Woodson (1982: 145), narratives are stories which describe fictional events in chronological series. From that statement, chronological order is one of significant factor that will build a story. Besides chronological series, narrative also deals with problems that will aim to crisis and turn to resolve it.

From those descriptions, the definition of narrative is story text which tells past fictional event in sequence or chronological series. Furthermore, narrative will set up with problems and a way to fix it. There are many types of narrative.

They can be imaginary, factual or combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth, legends, historical narratives, ballads, slice of life, etc.

Generic Structure of Narrative

There are some elements in narrative text. Narrative text consists of some elements; orientation, complication, sequence of events, and resolution (Anderson and Anderson 2003:3). First is *an orientation* which tells the readers about ‘who’ is in the story, ‘when’ the story is taking place and ‘where’ the action is happening. Second is *a complication* that sets off a series of events that influences what will happen in the story. Third is *a sequence of events* where the characters react to the complication. Fourth is *a resolution* which the characters resolve the problem generated in the complication. The last is *a coda* that delivers moral value based on what has been learned from the story (optional).

Meanwhile, Siahaan and Shinoda (2008: 73-74) had another view about the structure of narrative text. He explained the structures of narrative text are orientation, evaluation, complication, resolution, and reorientation. The orientation consists of setting the scene and introducing the participants. Evaluation is a step to evaluate some troubles that may happen. Complication is a crisis that arises. Resolution is resolved crises for better or worse. And reorientation consists of some messages or values that can be taken from the story.

From the description above, it can be identified that narrative has the main structures:

a. Orientation

Orientation is an initial part which tells and introduces about 'who' (characters or participants), when, and where the story take place.

b. Complication

Complication discovers conflicts in the story. This part illustrates and describes the problems that occur in the story.

c. Resolution

In this part of text, the crises or problems in the story are resolved and completed for better, worse, happily or unhappily.

The Linguistic Feature of Narrative

Similar with the other type of text, narrative text also have linguistic features. Anderson and Anderson (1997: 8) have stated that some linguistic features of narrative are nouns, adjectives, time words, and verbs. Nouns recognize the specific characters and places in the story; adjectives deliver accurate descriptions of the characters and settings; time words connect events to tell when they occur; verbs show the action that occurs in the story. Narrative also used past tense in general.

In addition, Siahaan and Shinoda (2008: 74) have claimed that the linguistic features of narrative are focus on specific and individualized participants, use of material Processes (behavioral and verbal process), use of mental process, use of temporal conjunction and temporal circumstance, and use of past tense.

Although we have two kinds of opinion, it can be concluded that the linguistic features of narrative text are: focus on specific characters and places in

the story, past tense, action verb, verbal verb, mental verb, adjective, temporal conjunction, and temporal circumstance. Those are some linguistic features as the conclusion of the experts' opinion.

Dictogloss

Anderson and Anderson (2003:46) argued that dictogloss comes from the two words; "dictation" and "glossary". Dictation is an activity in which someone reads a text loudly and the audiences write what is dictated. Glossary means a list of words with the meaning written beside them. Thus, it can be assumed that dictogloss is a combination activity between dictation and glossary to list some words that students heard and reconstruct them into a text.

The term of "Dictogloss" is firstly introduced by Ruth Wajnryb (1990) through her book "Grammar Dictation" to help students in having better understanding about grammar. Wajnryb (1990: 6) has stated that essentially, the first intention of creating dictogloss is for learning grammar. But practically, there are various ways to adapt the technique that allows teachers and learners to focus on different language objectives. Therefore, not only for teaching grammar, dictogloss can also use for teaching other language skills or sub-skills.

Dictogloss is a kind teaching technique in language teaching. Jacob and Small (2003: 1) gave their opinion about dictogloss. They clarified that dictogloss is a cohesive technique in learning a language. Students work together to reconstruct a text from their notes. By doing the reconstruction, the students will face more challenges in writing activity. Automatically, the students writing ability will increase step by step.

Dictogloss is a development of dictation. Thornbury (1999: 82) has stated that dictogloss is a form of dictation. But it is quite different with dictation. In dictogloss the students have some steps to pass. The students do not have to write all of the text that dictated, but they just write some notes and reconstruct the text. as Wajnryb (1990: 5) stated:

“Dictogloss develops a little from traditional, yet it is quite different in some aspects. Dictogloss are composed from some stages to pass by students. In dictogloss, teachers read the text in normal speed while students take some notes from what they hear. At the end, the students reconstruct their text in which together in group to build up a cohesive text.

To conclude, dictogloss is a teaching technique by asking students to work in group to reconstruct the dictated text. They reconstruct the dictated-text by using their own words. In other words, they do not write exactly what the teacher read. Dictogloss integrates all language skills; listening, speaking, reading, and writing. Then, dictogloss and traditional dictation is different. It differs in the form dictating style, the task that follows, and the lesson objectives. Although for the first time dictogloss is designed to help language learners improve their understanding of using grammar, it can be used to improve other skills, especially writing. Because in dictogloss the students are asked to write a reconstruction of text that has been read by teacher by using their own words in group. It means students and their partners can learn each other to organize their writing cohesively, to use structure correctly and etc. which can develop their writing ability.

Procedures of Dictogloss

According to Wajnryb (1990: 7-9), there are several stages of doing dictogloss. They are: preparation, dictation, reconstruction, and analysis and correction. Each of stage will be described as follow:

1. Preparation

In this stage, teacher prepares students for the material by exploring warming up suggestion. The students also prepares for some vocabularies that will look strange and hard to identify. At this stage, teacher also should tell and describe about dictogloss and what students should do in dictogloss. Teacher should know that all of students understand well about dictogloss.

2. Dictation

For a standard procedure, students should listen the dictated text for twice. Teacher should read the text in the constant and normal speed. At first time, they only hear the dictation without taking any notes. After that, teacher read the text for the second time. In this time, the students are allowed to take some notes or vocabularies that they heard from the teacher. Students should convince about their notes that will assist them in reconstruction stage.

3. Reconstruction

The next stage is reconstruction stage. The students will assemble in their each group after finishing the dictation stage. In group, students discuss their notes that they got while in dictation stage. In this stage, students are trained to expand their teamwork and leader skills. They should work together to reconstruct their note become a good text based on the students' version. Moreover, the group

member should check about the grammar, punctuation, organization, and other factors in writing skill.

4. Correction and analysis

The latest stage is correction and analysis stage. In this stage, teacher and students compare and analyze various version of writing products. A group member writes down the first sentence on the whiteboard. Then the teacher analyzes and makes correction to the sentence. It continues to the next sentence and forth. At this step, teacher can encourage students to be active in discussing and comparing their product.

Advantages of Dictogloss

Dictogloss carries some advantages on its implementation. Vasiljevic (2010: 45-46) has explained that dictogloss have several advantages.

- a. Students will be active to involve in process of learning. Dictogloss offers a lot of occasions for peer learning. Individual and group activities are integratd in dictogloss. Students take note in dictation stage for individual activities. The reconstruction stage is a group activity in which students reconstruct the text in group.
- b. Dictogloss helps students in creating hypothesis in reconstruction stage. Students can compare their own idea to the text. The correction and reconstruction stages can help students comparing their representation.
- c. Students can sharp their learning autonomy. It happens in group while the students work together to recreate the text by helping each other witht heir friend.

d. Dictogloss is helpful to decrease learners' anxiety. It is happen because the students learn in small group.

Dictogloss is also useful for students' vocabulary acquisition. Harmer (2004: 74) has also mentioned that dictogloss is useful for vocabulary acquisition and building students' writing habit. It is because the students are asked to jot down any content words that they heard and then recreate a text based on the vocabulary that they got. Automatically, it will increase students' vocabulary acquisition.

From the explanation above, dictogloss is effective to be implemented as teaching technique for some reasons. Dictogloss gives opportunities for learners to learn as individual and as group by using critical thinking, promotes learners' autonomy, delivers writing activity which can assist learners to identify what they need to improve and make a better work, integrates a subject to other subject, and offers an alternative way for assessing students' ability.

RESEARCH METHOD

This chapter contains some elements namely research design, research variables, setting of the study, population, sample and sampling technique, data collection, procedure of research, research instrument, and data analysis. Each section is presented as follows.

Research Design

Research design is one of important elements in conducting a study. According to Creswell (2012: 20), research designs are the specific procedures involved in the research process such as data collection, data analysis, and report writing. In other words, research design is a master plan used by the researcher in

order to gather and analyze the necessary data for answering the research question through the scientific procedure.

In this study, the researcher employed quantitative method in which a quasi-experimental design was used. Quasi-experimental research is one of quantitative research design which is assigned to the experimental group and control group to be investigated. Creswell (2012: 309) has pointed out that “quasi-experimental design might happen because of the availability of the participants or because the setting prohibits forming artificial groups.” Quasi-experimental is used because the researcher could not artificially create the groups to experiment. In line with this fact, the researcher used quasi-experimental design because the researcher had no possibility to create a new class for the experiment. The researcher used the already existing classes in the school when the study was conducted. The classes are already organized and never be permitted for the researcher to create new classes. One of the most commonly designs which is used in quasi-experimental of educational research can be represented as follow:

| | | | |
|--------------|----|---|----|
| Experimental | O1 | X | O2 |
| Control | O3 | | O4 |

Adopted from Cohen et al. (2000)

The codes are illustrated in the following description:

- O1 : pre-test for experimental group
- O2 : post-test for experimental group
- O3 : pre-test for control group
- O4 : post-test for control group
- X : treatment by using dictogloss technique

The researcher applied the pre-test and post-test to a quasi-experimental design. The researcher gave the intact groups an experimental and control

treatments, administered a pre-test to both groups, conducted experiment treatment activities with the experimental group only, and then administered a post-test to assess the differences between the two groups.

Research Variables

Variables can be said as the main requirements and the keys to collect the information of the study. Experimental research will explain how one variable affect another. Creswell (2012: 13) has defined that “variables are an attribute or characteristic of individual that researchers study.” The variables are divided into two such as dependent and independent variables. Dependent variables refers to definite features used to be measured. Dependent variable is dependent on or influenced by the independent variable. In this study, the dependent variable designated to the students’ ability in writing narrative text. Meanwhile, independent variable refers to the factor used to influence the dependent variable. In this study, the independent variable was the implementation of dictogloss as the teaching technique.

Setting of the Study

This study was conducted in MA Miftahul Ulum Pandanwangi Lumajang which was located in Jl. Tunjungan No. 4 Pandanwangi Lumajang. Madrasah Aliyah (MA) Miftahul Ulum is an Islamic Senior High School in Lumajang which provides two majors; they are social studies (IPS) and natural science (IPA). This study focused on the second grade students. There were some reasons for choosing MA Miftahul Ulum Pandanwangi as site of the study. Firstly, the location of this school is in a remote area, but there are many students who interested to study in this school. According to the data gained from the

observation, there were 199 students who studied in MA Miftahul Ulum. Secondly, the school is qualified as one of the favorite Islamic Senior High School in Pandanwangi Lumajang. It is because the stakeholder provides an Islamic boarding school (Pondok Pesantren) for students. Thirdly, the school has good achievement in some subjects, but got low achievement in some central subjects such as math and English subject. It could be proven from the students' achievement in winning some competitions such as; first winner in intelligence competition of PPKn in Kabupaten Lumajang, runner up in Economic debate competition in Kabupaten Lumajang, first winner in Tartil Qur'an competition in Kabupaten Lumajang, etc. However, in some central subjects such as English and math, the students got low achievement. It is proved from the students' test result especially for English subject. Therefore, the researcher interested to conduct a study in this school by implementing the dictogloss technique in order to improve the students' English ability especially in writing.

Population

Population refers to the overall group or target of research area which is used by the researcher to collect the data. "A population is defined as all members of any well-defined class of people, events, or object" (Ary, 2010: 148). It is the whole cases, conditions or individuals which share one or more characteristics. In other words, the population is the whole groups of interest in which the researcher wishes to generalize the result of study.

The population of this study was the students of MA Miftahul Ulum Pandanwangi Lumajang. There are six classes at MA Miftahul Ulum

Pandanwangi, and each grade is divided into two classes. Those classes are X IPA, X IPS, XI IPA, XI IPS, XII IPA, and XII IPS.

The total population can be seen in the table below:

Table 3.1
The population of the students of MA Miftahul Ulum Pandanwangi Lumajang

| No | Class | Male | Female | Total |
|--------------|---------|------|--------|------------|
| 1 | X IPA | 14 | 17 | 31 |
| 2 | X IPS | 13 | 19 | 32 |
| 3 | XI IPA | 15 | 16 | 31 |
| 4 | XI IPS | 13 | 20 | 33 |
| 5 | XII IPA | 18 | 17 | 35 |
| 6 | XII IPS | 17 | 20 | 37 |
| Total | | | | 199 |

(Source: MA Miftahul Ulum 2018-2019)

Sample

Sample is the small group that is observed. Ary (2010: 148) has defined that “sample is a portion of a population. It can be said that a sample is part of population.” Following Ary, it can be concluded that the small group that is observed is called sample, and the larger group about which the generalization is made is called a population.

In selecting the sample in this study, the researcher considered two aspects; those are the materials and the suggestion of the English teacher. By considering those aspects, the samples of this study was the students of class XI IPS as the control group and XI IPA as the experimental group. The researcher chooses the second grades students as the sample because the students had the materials about narrative text which was appropriate with this present study.

Sampling technique

In this study, the researcher determined the students of eleventh grade students as the subjects of the study. The eleventh grade students were divided into two classes; those were class XI IPA and XI IPS. Class XI IPA consists of 31 students and Class XI IPS consists of 33 students. For selecting the sample, the researcher applied clustered random sampling as a sampling technique. “Clustered random sampling is the kind of probability sampling in which the unit chosen is not an individual but, rather, a group of individuals who are naturally together” (Ary, 2010: 154). The researcher used this sampling technique because it was difficult to list all the members of target population and select the sample from among them. By using clustered sampling technique, it was more convenient to study subjects in naturally occurring group or cluster. Therefore, the researcher convinced that the clustered sampling technique was appropriate for this study.

Data Collection

In collecting the data, the researcher used subjective test in the form of essay about narrative text. Some tests that were conducted are:

a. Pre-test

“Pre-test is a measure on some attribute or characteristic that assess for participants in an experiment before they receive a treatment” (Creswell, 2012: 297). It can be said that pre-test is a test to know the students’ writing ability before the treatments. The test was in the form of essay by asking the students to write a narrative text based on the titles that are provided.

b. Post-test

Post-test is a measurement to know the students ability after a treatment. Creswell (2012: 297) has defined that “post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.” The test was the same with pre-test in order to know the differentiation before treatment.

The researcher administered the procedure of pre-test and post-test in the experimental and control group. Both groups were asked to write a narrative essay as the first data in the pre-test to determine the normality and homogeneity of the data before conducting the treatment. Then, both groups had a post-test by writing a narrative essay which was used to find out the influence of the implementation of dictogloss technique in the experimental group. The following table is the procedures of data collection in this present study:

Table 3.2 Data Collection Procedures

| No. | Data | Instrument | Data Collection's Procedure |
|-----|---------------------------|------------|---|
| 1. | Students' writing ability | Pre-test | <ul style="list-style-type: none">▪ The essay of narrative text was administered in the experimental and control group.▪ The test was conducted on the same procedure. |
| 2. | Students' writing ability | Post-test | <ul style="list-style-type: none">▪ The students' essays were scored by using scoring rubric prepared. |

The Procedure of Research

The teaching writing for experimental and control group was held by the researcher as a teacher. The experimental and control group was planned into four meetings for each groups (*appendix 1*). The time allocation was 90 minutes for each meeting. The detail activities of teaching writing in both experimental and

control group were described in the lesson plan (*appendix 2*). The following general procedures were used to gather the data from primary sources, such as:

- a. The researcher visited the school and attained the permission for conducting a research.
- b. The researcher made an observation and asked the English teacher for some additional information.
- c. From the whole population, the researcher selected the eleventh grades students (XI IPA and XI IPS) as the sample of this study.
- d. The researcher designed the pre-test and post-test items along with the lesson plan for teaching.
- e. The researcher administered the pre-test to identify the level of proficiency in writing composition.
- f. The researcher divided the selected class into two groups as the experimental and control group.
- g. The researcher implemented the teaching writing narrative text in both experimental and control group with different technique. The researcher used dictogloss technique in the experimental group and without dictogloss technique in control group.
- h. The researcher administered the post-test for both experimental and control groups.
- i. The researcher analyzed the post-test scores by using One-Way ANOVA (a program of SPSS application) for answering the research problem in this study.

Treatment in Experimental Group

The teaching writing for experimental group was held by the researcher as a teacher. The experimental group was planned into four meetings. In experimental group, the researcher applied dictogloss technique as a treatment for teaching writing. Some general activities of teaching writing in experimental group were described as follow:

- a. The teacher entered the class and greet the students.
- b. Teacher and students brainstormed about the material that was learned.
- c. Teacher gave an explanation about dictogloss technique that was used as a technique in the learning activity. Teacher explained about the definition of dictogloss, the steps for doing dictogloss, and the advantages of dictogloss. It was important for students to know well about dictogloss.
- d. Teacher explained the materials about narrative text to the students.
- e. Teacher gave a chance to the students for asking some questions or problems related to narrative text and dictogloss technique.
- f. Teacher divided the students into groups; each group consisted of 5 students.
- g. Teacher read a narrative text twice in normal speed. In first reading, the students only listened and paid attention to the story without doing anything. In the second reading, the students made some notes or words from the text they listened.
- h. In group, students discussed the text and reconstructed the narrative text by using some notes they have written. The reconstructions should be based on their versions because it builds from the notes of each member.

- i. Each group exchanged their text reconstruction to other groups. With the teacher guidance, each group analyzed and gave correction to their friend's text about the structure and language used of narrative text.
- j. Teacher gave the original text to all group and asked them to give feedback or comment to their friend's work by compared it to the original text.
- k. Each group gave back the work to other groups.
- l. Teacher gave students a chance to ask about some difficult thing related to the activity they have done.
- m. Teacher gave feedback and conclusion from the learning activity they have done.

Teaching Writing in Control Group

The teaching writing for control group was held by the researcher as a teacher. The control group was planned into four meetings. Some general activities of teaching writing in control group was described as follow:

- a. The teacher entered the class and greet the students.
- b. Teacher and students brainstormed about the material that was learned.
- c. Students observed narrative text given by the teacher.
- d. Teacher explained about narrative text to the students.
- e. Teacher gave a chance to the students for asking some questions or problems related to narrative text.
- f. Students were asked to find the main idea, detailed information, and some verbs from the narrative text.
- g. Teacher gave a worksheet to the students.

- h. Students did some exercises such as; filling the blank, finding verbs, arranging jumbled paragraph, and making a narrative text from some prepared main idea.
- i. Students submitted their work to the teacher.
- j. Teacher checked the students' worksheet by giving some marks on some mistakes that students do.
- k. Teacher and students discussed about the students' worksheet. Teacher gave feedback and comment to the students related to the activity they do.
- l. Teacher gave a chance to students for asking some questions or difficult things about narrative text.
- m. Teacher made a conclusion from the learning activity.

The difference between treatment in experimental and the teaching writing in control group are based on the teaching technique. In experimental group, the researcher used dictogloss technique in teaching writing. There were several steps in doing dictogloss technique; preparation-dictation-reconstruction-correction and analysis. Meanwhile, in control group, the researcher used other teaching techniques, such as: filling the blank, finding verbs, arranging jumbled paragraph, and making a narrative text from some prepared main idea.

Research Instrument

Instrument can be defined as the tool that is used to ease the researcher in collecting the data in order to get a complete and systematic data. The instruments are used to collect all the data that are important for the research. In this study, the researcher used writing test as the only one instrument to collect the data needed. According to Ary (2010: 201), test is set of stimuli presented to an individual in

order to produce responses on the basis of which numerical score can be assigned. This score is an indicator of the extent to which the subject has the characteristic being measured. In this study, the researcher used writing test to measure the students' writing ability before and after the implementation of the treatment.

Writing Test

The instrument of this present study was writing test. This kind of test belongs to achievement test. Ary (2010: 201) has claimed that "achievement tests are tests to measure what individual have learned, mastery, and proficiency in different areas of knowledge." The writing test was used to measure the students' writing ability. The test was divided into pre-test and post-test. The pre-test conducted before the researcher implements the treatment while the post-test conducted after the treatment implemented. The form of pre-test and post-test can be seen in (*appendix 3*). The test made by the researcher and helped by the English teacher of MA Miftahul Ulum Pandanwangi. The test was held by the eleventh grade students.

The form of the test was an essay about narrative text. The essay writing test belongs to subjective test. Subjective test is appropriate in testing the writing ability. As mentioned by Heaton (1988: 25), "the ability to write can only be satisfactorily tested by subjective examination". The test required the students to perform a writing task. The response may be whatever students wish to say. Thus, the essay test may cause a problem in scoring the item.

Scoring Rubric

Scoring rubric is used to score the students' writing test. It is important to have scoring rubric to ensure that the test is reliable. The researcher adopted the

scoring rubric from Heaton (1988). There are some aspects to score; they are content, organization, vocabulary, language use, mechanics. The content is related to the range knowledge of subject. The organization is related to organization of the idea. Vocabulary is related to word choice, idiom, and the mastery of English vocabulary. Language use is related to the construction of text. And mechanic is related to the writing system such as punctuation, spelling, capitalization, etc. The detailed scoring rubric can be seen in the table below:

Table 3.3 Scoring Rubric for Writing Narrative

| | |
|---------------------|---|
| Content | |
| 30 | EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc. |
| 26 | GOOD TO AVERAGE: some knowledge of subject – adequate range – etc. |
| 21 | FAIR TO POOR: limited knowledge of subject – little substance – etc. |
| 16 | VERY POOR: does not show knowledge of subject – non-substantive – etc. |
| Organization | |
| 20 | EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc. |
| 17 | GOOD TO AVERAGE: somewhat choppy – loosely organized but main idea stand out – etc. |
| 13 | FAIR TO POOR: non-fluent – ideas confused or disconnected – etc. |
| 9 | VERY POOR: does not communicate – no organization – etc. |
| Vocabulary | |
| 20 | EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc. |
| 17 | GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured. |
| 13 | FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc. |

| | |
|---------------------|---|
| 9 | VERY POOR: essentially translation – little knowledge of English vocabulary. |
| Language Use | |
| 25 | EXCELLENT TO VERY GOOD: effective complex construction – etc. |
| 21 | GOOD TO AVERAGE: effective but simple construction – etc. |
| 17 | FAIR TO POOR: major problems in simple/complex construction – etc. |
| 10 | VERY POOR: virtually no mastery of sentence construction rules – etc. |
| Mechanics | |
| 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of conventions – etc. |
| 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc. |
| 3 | FAIR TO POOR: frequent error of spelling, punctuation, capitalization – etc. |
| 2 | VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |

(Adopted from Heaton 1988)

Validity and Reliability

Validity and reliability are the most important consideration in developing and evaluating the test. Ary (2010: 225) has defined validity as the extent to which an instrument measured what it claimed to measure. The designed test must be appropriate with the content and purpose of what will be measured. A good test must have validity, so the test can measure the aspects that will be measured. By considering the validity of the test, the researcher constructed the test with the content validity. It was accordance with the school syllabus based on the curriculum KTSP and the textbooks as the teaching sources.

Reliability is a necessary characteristic of any good test. Ary (2010: 236) has stated that “reliability is the degree of consistency with which it measures whatever it is measuring.” If the test is administered to the same candidate in

different occasions, then, it produces different result, it is not reliable. It means that the test should have a similar result even the test conducted in the different occasion. In short, a test must be consistent in its measurements in order to be reliable. By considering the reliability of the test, the researcher stated the test's instruction clearly. To ensure the reliability of the test, the researcher provided the standardized scoring rubric (adopted from Heaton 1988) and prepared the two raters or scorers (inter-rater reliability) for scoring the students' writing result.

Data Analysis

The data analysis is purposed to test the hypothesis. The data was gotten from pre-test and post-test. Those tests was analysed and calculated by using statistical calculation in order to find the answer of research problem of this study. Firstly, the data from writing test was scored by using scoring rubric prepared, and inter-rater technique also administered. The mean score of both raters (scorer) was the data of the students' writing ability. The scoring result of the two scorers were analysed to measure the inter-rater reliability coefficient. In this study, the data was organized and summarized by using descriptive statistic. The researcher measured the differences of score between pre-test and post-test of both experimental and control groups by the statistical calculation.

Secondly, the researcher conducted the normality and homogeneity test to know whether the data from experimental and controlled group were normally distributed and homogeneous or not.

1. Normality Test

Normality test was used to know whether the data ore normally distributed or not. The researcher used *Kolmogorov-Smirnov* and *Shapiro-*

Wilk to do normality test. The criteria that was used to see the normality of data are stated in the formulas: (1) if $\text{sig.} > .05$, normal; (2) if $\text{sig.} < .05$, not normal.

2. Homogeneity

Homogeneity was used to determine whether the data were homogenous or not. In this research, the researcher conducted the homogeneity test by estimating the data from pre-test of both groups. The data were computed by using Levene's test. It was used to test homogeneity with the hypothesis: H_0 = the variances of the data were not homogeneity and H_i = the variances of the data were homogeneity. The criteria to see the homogeneity of data were stated in formulas: (1) if $\text{sig.} > .05$, homogeneity (H_0 is rejected); (2) if $\text{sig.} < .05$, not homogeneity (H_0 is accepted).

Finally, the researcher used One-Way ANOVA as the technique of data analysis. It was used to measure the mean score between pre-test and post-test of two groups. One-Way ANOVA is a parametric assessment to compare the means of two or more independent groups. The researcher used One-Way ANOVA because it calculated all the difference of data. Moreover, One-Way ANOVA was used because the researcher analysed the data based on one factor, which was the implementation of dictogloss. Hence, the researcher convinced One-Way ANOVA was appropriate for analysing the data in this study.

The criterion for the rejection or acceptance to the null hypothesis was a level of significance .05 (95% confidence). The null hypothesis (H_0) will be rejected if the level of significance is less than .05 ($p < .05$). The null hypothesis (H_0) will be accepted if the level of significance is more than .05 ($p > .05$). In

analysing the data, the researcher operated IBM SPSS Statistic 22. It was convinced to prove whether the dictogloss technique can improve the students' writing ability or not.

FINDINGS AND DISCUSSION

The findings of the study are presented as the result of the analysis of pre-test and post-test. The discussion interprets the result related to the research question. It is also linked to the existing theory and some previous study which support the findings of the present study.

Research Findings

In this part, the researcher presents the research findings and the confirmation of the hypothesis. The verifications of the hypothesis are obtained from the calculation of pre-test and post-test result. The result of pre-test and post-test will be calculated by using One-Way ANOVA.

Both of the experimental and control class got pre-test. The pre-test was conducted before the researcher applied the treatment to decide the equality of the experimental and control groups prior to further analysis. Briefly, pre-test was done to compare the writing scores gained by the students. It also identified whether both groups were homogenous and normal or not before the treatment applied. The pre-test was joined by 31 students in the experimental group and 33 students in the control group. The pre-test for experimental group was conducted on Thursday, July 26th 2018 at 07.45-09.15 a.m. while the pretest for control group was conducted on Thursday, July 26th 2018 at 09.15-10.45 a.m. The detailed result for pre-test can be seen in (*appendix 4*). From the score gained in

the pre-test, the researcher calculated the pre-test score by using SPSS 22. The summary of the pre-test score can be seen in the table 4.1 below.

Table 4.1 the Summary of Pre-Test score

| | Experimental group | Control group |
|---------------------------------------|--------------------|---------------|
| Number of students | 31 | 33 |
| Highest score | 78 | 78 |
| Frequency of the highest score | 2 | 1 |
| Lowest score | 35 | 33 |
| Frequency of the lowest score | 3 | 1 |
| Mean score | 55.73 | 54.47 |
| Standard deviation | 12.929 | 12.291 |

Based on the table above, the mean score of the experimental group on the pre-test was 55.73, while the mean score of control group was 54.47. To know the normality of the data, the researcher analyzed the data of pre-test by using normality test Kolmogorov-Smirnov and Shapiro-Wilk. The result of Kolmogorov-Smirnov and Shapiro-Wilk can be seen in the table 4.2 below.

Table 4.2 Test of Normality Kolmogorov-Smirnov and Shapiro-Wilk

| | | Tests of Normality | | | | | |
|---------------|--------------|---------------------------------|----|-------|--------------|----|------|
| Group | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Pretest score | Control | .109 | 33 | .200* | .964 | 33 | .327 |
| | experimental | .119 | 31 | .200* | .948 | 31 | .135 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the result of normality test Kolmogorov-Smirnov and Shapiro-Wilk, it can be known that the control group has sig. value .200 for Kolmogorov-Smirnov and sig. value .327 for Shapiro-Wilk. And for the experimental group has sig. value .200 for Kolmogorov-Smirnov and sig. value .135 for Shapiro-Wilk.

Both of sig. values are greater than .05 (sig. > .05). Hence, it can be concluded that the data are normally distributed.

Besides of normality test, the researcher also analyzed the homogeneity test. It was conducted to identify the variance of the data are homogeneous or not. The researcher used Levene's test to conduct homogeneity test. The result of homogeneity test can be seen in the table 4.3 below:

Table 4.3 the Result of Homogeneity Test

| Test of Homogeneity of Variances | | | |
|----------------------------------|-----|-----|------|
| Pre-test score | | | |
| Levene Statistic | df1 | df2 | Sig. |
| .007 | 1 | 62 | .934 |

From the result of homogeneity test above, it can be known that the sig. value is .934. The sig. value is greater than .05 (sig. > .05). Therefore, it can be concluded that the variance of data are homogeneous.

After giving the pre-test to the both experimental and control group, the researcher applied the different treatment to the experimental and control group. The researcher applied dictogloss technique for experimental group, and without dictogloss technique for control group. Then, the researcher administered a post-test to both experimental and control group. The post-test was followed by 31 students in the experimental group and 33 students in the control group. The post-test was conducted on Thursday, 30th August 2018 at 07.45-09.15 a.m. while the post-test for control group was conducted on Thursday, 30th August 2018 at 09.15-10.45 a.m. The detailed result for post-test can be seen in (*appendix 5*). From the score gained in the post-test, the researcher calculated the post-test score

by using SPSS 22. The summary of the post-test score can be seen in the table 4.4 below:

Table 4.4 the Summary of Post-Test Scores

| | Experimental group | Control group |
|---------------------------------------|--------------------|---------------|
| Number of students | 31 | 33 |
| Highest score | 80 | 78 |
| Frequency of the highest score | 3 | 1 |
| Lowest score | 48 | 35 |
| Frequency of the lowest score | 1 | 1 |
| Mean score | 65.16 | 58.94 |
| Standard deviation | 9.463 | 10.862 |

Based on the table above, the highest score of the experimental group was 80, and the frequency of the highest score was 3. Meanwhile, the lowest score of the experimental group was 48 and the frequency of the lowest score was 1. On the other hand, the highest score of the control group was 78, and the frequency of the highest score was 1. Meanwhile, the lowest score of the control group was 35 and the frequency of the lowest score was 1. To know the normality of the data, the researcher analyzed the data of post-test by using normality test Kolmogorov-Smirnov and Shapiro-Wilk. The result of Kolmogorov-Smirnov and Shapiro-Wilk can be seen in the table 4.5 below.

Table 4.5 Test of Normality Kolmogorov-Smirnov and Shapiro-Wilk

| | | Tests of Normality | | | | | |
|-----------------|--------------|---------------------------------|----|-------|--------------|----|------|
| Group | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | | Statistic | df | Sig. | Statistic | Df | Sig. |
| Post-test score | Control | .115 | 33 | .200* | .974 | 33 | .606 |
| | Experimental | .109 | 31 | .200* | .959 | 31 | .274 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the result of normality test Kolmogorov-Smirnov and Shapiro-Wilk, it can be known that the control group has sig. value .200 for Kolmogorov-Smirnov and sig. value .606 for Shapiro-Wilk. Meanwhile, the experimental group has sig. value .200 for Kolmogorov-Smirnov and sig. value .274 for Shapiro-Wilk. Both of sig. values are greater than .05 (sig. > .05). Hence, it can be concluded that the data are normally distributed.

The researcher also analyzed the homogeneity test for the post test score. It was conducted to identify the variance of the data are homogeneous or not. The researcher used Levene's test to conduct homogeneity test. The result of homogeneity test can be seen in the table 4.6 below:

Table 4.6 the Result of Homogeneity Test

| Test of Homogeneity of Variances | | | |
|----------------------------------|-----|-----|------|
| Post-test score | | | |
| Levene Statistic | df1 | df2 | Sig. |
| .664 | 1 | 62 | .418 |

From the result of homogeneity test above, it can be known that the sig. value is .418. The sig. value is greater than .05 (sig. > .05). Therefore, it can be concluded that the variance of data are homogeneous.

The data of this study are normally distributed and the variance of the data is homogenous. The next step of this study is conducting the data analysis for testing the hypothesis. It was conducted to answer the statement of the hypothesis. In conducting the data analysis, the researcher used One-Way ANOVA as the technique of data analysis. The result of One-Way ANOVA can be seen in the table 4.7 below:

Table 4.7 the Result of Homogeneity and One-Way ANOVA

| Test of Homogeneity of Variances | | | |
|----------------------------------|-----|-----|------|
| Pre-test and Post-test Score | | | |
| Levene Statistic | df1 | df2 | Sig. |
| 1.434 | 3 | 124 | .236 |

| ANOVA | | | | | |
|------------------------------|----------------|-----|-------------|-------|------|
| Pre-test and Post-test Score | | | | | |
| | Sum of Squares | df | Mean Square | F | Sig. |
| Between Groups | 2156.507 | 3 | 718.836 | 5.465 | .001 |
| Within Groups | 16311.461 | 124 | 131.544 | | |
| Total | 18467.969 | 127 | | | |

From the result of homogeneity test, it was known that all data variances are homogenous. The sig. value was .236. It was greater than .05 (sig. > .05). Therefore, it can be concluded that the variances of data are homogenous.

From the result of One-Way ANOVA, it reported about sum squares, degree of freedom (df), mean square, F-value, and significance score. The important score in this result is the value of significance. In the table of One-Way ANOVA above, the sig. value was .001. It means that the sig. value is less than .05 (sig. < .05). Therefore, the result of pre-test and post-test between control group and experimental group have different result. Clearly, there is significance different among the result of pre-test and post-test for control and experimental group.

Furthermore, the researcher conducted Post-Hoc test to display the specific difference among students' result of pre-test and post-test in control and experimental group. In Post-Hoc test, the researcher used Scheffe and Bonferroni test. The result of Post-Hoc test can be seen in (*appendix 6*).

Post-Hoc test displayed the detail information about data comparison. From the result of Post-Hoc test above, it showed that there are some variables which have significance different among them. To have significance difference, the sig. value should lower or less than .05 (sig. < .05). In the table 4.10 above, Scheffe showed that pre-test for control group and post-test for experimental have sig. value .004. (sig. < .05). Another variable in Scheffe also showed that pre-test for experimental and post-test for experimental have sig. value .018 (sig. < .05). It means that among the result of pre-test for control group, pre-test for experimental group, and post-test for experimental group have significance different.

Bonferoni also showed the equal report. The sig. value for pre-test of control group and post-test of experimental group was .002 (sig. < .05). Another variable also showed that pre-test for experimental group and post-test for experimental group have sig. value .009 (sig. < .05). It means that among the result of pre-test for control group, pre-test for experimental group, and post-test for experimental group have significance different.

Discussion

In this section, the researcher presents the discussion of data analysis result from research finding. It covers the interpretation on the result of data analysis and the relation to the earlier theories and previous studies.

Based on the research finding, it showed that there was a differentiation among post-test of experimental group, pre-test of experimental group, post-test of control group, and pre-test of control group. Mean score of Post-test on experimental group was 65.16. Meanwhile, pre-test of experimental group was 55.73. Mean score of pre-test on control group was 54.47. Meanwhile, post-test of

control group was 58.94. From the mean scores, it can be known that there was an improvement on the mean score of post-test especially for experimental group. Post-test for experimental group had the highest mean score rather than others. It means that the application of dictogloss technique gave contribution to the students writing ability.

From the result of data analysis by One-Way ANOVA, there was a significant difference among those mean score. The significance score was .001. It was less than .05 (sig. < .05). Because it less than .05, it can be inferred that there is significant difference between pre-test and post-test for experimental and control group. The highest mean score was score for post-test on experimental group which was taught by using dictogloss technique. Therefore, it can be concluded that the students who are taught by using dictogloss have better achievement than those who are taught without using dictogloss.

Moreover, the result of this study shows that dictogloss technique is an effective teaching technique for writing narrative text. It supports the idea from Robinson (2011:3), he clarified that dictogloss is designed for grammar initially, but it can be designed for other language skills (writing and listening). Therefore, dictogloss technique is suitable and effective to improve students' writing ability.

The result of data analysis not only showed about the significant difference between pre-test and post-test, but also showed that dictogloss technique gave a significant impact on the students writing ability. Based on the result of data analysis, the group who got treatment using dictogloss technique got higher score than group who taught without using dictogloss technique. There

were some factors that influenced the use of dictogloss technique on the students' writing ability, those were:

Firstly, the students were enjoying the learning process because they worked together in reconstructing the text. It gave them a chance to interact and learn each other in their group. It is supported by Jacob and Small (2003:1) who stated that dictogloss is a cohesive teaching technique in which students work together to reconstruct a text from their notes. It means that the students had more chances to learn each other with their friend in a small group. This condition will decrease the students' anxiety.

Secondly, the students are actively involved in the learning process. as mentioned by Vasiljevic (2010:45), "students will actively involve in the learning process because dictogloss give a lot of occasions for peer teaching and peer learning." It happened because dictogloss combined individual and group activities in which students listen and take notes individually and then reconstruct the text together.

Thirdly, students followed each stage of dictogloss enthusiastically because it was a new teaching technique for them. Automatically, it increased the students' vocabulary acquisition. It was supported by Harmer (2004:74) who has stated that dictogloss is useful for vocabulary acquisition and students' writing habit. It is because the students were asked to jot down any content words they heard and recreate a text based on the vocabulary they got.

Fourthly, the students enjoyed the learning process and increased their learning autonomy. It was supported by Vasiljevic (2010:46), "dictogloss sharp students learning autonomy while they work together and help each other".

Dictogloss is a group-work activity. Each stage is worked in group. Therefore, students can enjoy their learning autonomy with their friend.

The result of this study had relation to the previous study. The first finding was conducted by Lismawati (2017) which investigated the use of dictogloss technique on the students' writing ability in writing hortatory exposition text. The subject of the study was the eleventh grade of Islamic Senior High School which consisted of 20 students. The finding mentioned that the students' writing ability was improved after got the treatment using dictogloss technique. Based on the result of writing test, it was found that there were 15 of 20 students (75%) who got score = 65. Therefore, it can be said that it was successful because more than 70% of the students could achieved the target mean score = 65. It implies that dictogloss was successful as a teaching technique to improve students' writing achievement. This study was different with this present study in term of the material use. The material used in this previous study was hortatory exposition text, while this present study was narrative text. Both of studies have similarities in term of teaching technique, skill, and the result of the study. The teaching technique used was dictogloss technique. The skill was focused on writing skill. And the result was showed the similar conclusion that is the significant improvement on the students' writing ability.

This result of study also conforms to the second finding that was found by Abid (2016) in which students who were taught using dictogloss technique had higher achievement than the students who were taught without using dictogloss technique. The research attempted to know students' ability in writing descriptive text. The research finding revealed the diversity of the mean score before and after

the students got treatment using dictogloss technique. The result of data analysis by T-test showed the score of T-count was greater than T-table. The final result showed that dictogloss is effective as teaching technique to teach writing of descriptive text. This previous study has relation to this present study which showed that dictogloss technique gave significant impact on the students' writing ability.

In the process of teaching and learning activity, dictogloss had positive impacts. The group-work activity could increase the students' motivation. It happened because students work with their friend in group without any intervention from teacher or other friend. It conformed Vasiljevic (2010:45) that claimed dictogloss offered a lot of occasions for peer learning. The students who had higher skill could help their friend who had lower skill. Students could discuss about their weaknesses with their friend in group. Automatically, students were actively involved and decreased their anxiety.

CONCLUSION AND SUGGESTIONS

The conclusion presents the influence of dictogloss technique on the students' ability in writing narrative text. Meanwhile, the suggestions directly presents to the students, English teachers, and the next researchers who have an interest to conduct the research on the same field in the future.

Conclusion

Based on the result of data analysis, there was different writing ability on the students who were taught by using dictogloss technique and those who were taught without using dictogloss technique. The students who were taught by using dictogloss technique have better writing than the students who were not. The

mean score of post-test for experimental group was 65.16, while the mean score of post-test for control group was 58.94. It was also supported from the result of One-Way ANOVA which showed sig. value (.001). It was less than alpha (.05). If the sig. value is less than alpha (.05), it means that there is significance different among those variables. Thus, the students experienced the improvement on writing ability.

Moreover, this study presents the information that the application of dictogloss technique brings positive impacts on the students' ability in writing narrative text at MA Miftahul Ulum Pandanwangi Lumajang. In other words, dictogloss is the effective teaching technique in teaching English especially for writing skill. The application of dictogloss technique was successful. Therefore, it can be summarized that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_i) is accepted. The students who are taught by using dictogloss technique have better writing achievement than those who are taught without using dictogloss technique.

Suggestions

Based on the conclusion, the use of dictogloss technique has a lot of advantages. In order to complete this study, the researcher offers several suggestions. The suggestions are addressed to the English teacher, the students, and the next researchers.

For English teachers, it is recommended to find and apply various teaching techniques for more enjoyable and interesting learning especially in teaching writing. Considering the appropriate technique, the researcher recommends to use dictogloss as an alternative teaching technique for teaching

writing. It has been proven in this study that dictogloss technique can improve students writing ability. Moreover, in applying dictogloss technique, the teacher has to guarantee that the students know and understand what they have to do. The teachers can also use many variations which are appropriate with students' circumstance.

For the students, writing is the most difficult skill in English, students should have high motivation in improving this skill. The alternative way is by dictogloss. Dictogloss can help the students to improve their writing ability in term of vocabulary development, grammar, and the generic structure of text. Moreover, the students should follow the process of writing; planning-drafting-revising-editing. It is expected to form a good writing habit and make writing as an enjoyable activity.

For the next researcher, this study presented the improvement of using dictogloss technique toward students writing ability in narrative text. It can be a reference to conduct the further research on the same field. Dictogloss is an integrated teaching technique which combine some skills; writing, listening, grammar, etc. Therefore, it is possible for the further researcher to conduct research with different skill, different level of students, as well as different materials.

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APPENDICES



Appendix I: Research Schedule

Experimental Group

| Meeting | Activities | Day and Date | Time |
|---------|------------------------------|---|---------------|
| 1 | Pre-test | Thursday, 26 th July 2018 | 07.45 - 09.15 |
| 2 | Introduction to the material | Monday, 30 th July 2018 | 09.15 – 10.45 |
| 3 | Treatment 1 | Thursday, 2 nd August 2018 | 07.45 - 09.15 |
| 4 | Treatment 2 | Monday, 6 th August 2018 | 09.15 – 10.45 |
| 5 | Treatment 3 | Thursday, 9 th August 2018 | 07.45 - 09.15 |
| 6 | Treatment 4 | Monday, 13 th August 2018 | 09.15 – 10.45 |
| 7 | Preparing for post-test | Monday, 20 th August 2018 | 09.15 – 10.45 |
| 8 | Post-test | Thursday, 30 th August 2018 | 07.45 - 09.15 |

Control Group

| Meeting | Activities | Day and Date | Time |
|---------|------------------------------|---|---------------|
| 1 | Pre-test | Thursday, 26 th July 2018 | 09.15 – 10.45 |
| 2 | Introduction to the material | Tuesday, 31 st July 2018 | 10.45 – 12.15 |
| 3 | Teaching 1 | Thursday, 2 nd August 2018 | 09.15 – 10.45 |
| 4 | Teaching 2 | Tuesday, 7 th August 2018 | 10.45 – 12.15 |
| 5 | Teaching 3 | Thursday, 9 th August 2018 | 09.15 – 10.45 |
| 6 | Teaching 4 | Tuesday, 14 th August 2018 | 10.45 – 12.15 |
| 7 | Preparing for post-test | Tuesday, 21 st August 2018 | 10.45 – 12.15 |
| 8 | Post-test | Thursday, 30 th August 2018 | 09.15 – 10.45 |

Appendix 2: Sample of Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Kelas Eksperimen)

| | |
|---------------------------|---------------------------|
| Nama Sekolah | : MA Miftahul Ulum |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : XI IPS/ 1 |
| Alokasi Waktu | : 2 x 45 menit |
| Topik Pembelajaran | : Narrative Text |
| Skill | : Writing |
| Pertemuan Ke- | : 3 |

A. Standar Kompetensi

Menulis

6. Mengungkapkan makna dalam teks esei berbentuk *report, narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan.
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif.
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif.
4. Siswa dapat menangkap kata kunci 'keyword' dari teks naratif yang diberikan.
5. Siswa dapat merekonstruksi teks naratif yang diperdengarkan dengan menggunakan bahasa mereka masing – masing dengan bekerjasama.
6. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam teks naratif yang telah dibuat, baik dari segi struktur teks maupun unsur kebahasaan teks tersebut.

D. Tujuan Pembelajaran

Di akhir pelajaran, siswa diharapkan mampu:

1. Menentukan gagasan utama, informasi rinci, menganalisa struktur dan unsur kebahasaan dari teks naratif.
2. Menangkap makna serta merekonstruksi ulang teks naratif dengan menggunakan bahasa sendiri,

3. Mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

Social Functions:

To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.

Generic Structure:

Orientation:

It is about the opening paragraph that tells or introduces about 'who (characters)', 'when (time)', and 'where (place/setting)' of the story.

Complication:

Describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.

Resolution:

Where the problems in the story are solved or ended, either in happy ending or sad ending.

Linguistic Features :

- Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.
- Use of past tense
- Use of behavioral process or action verb such as eat, go, etc.
- Use of verbal process or verbal verb, such as say, state, etc.
- Use of mental process or mental verb; verb that refers to mental states or activities such as think, feel, etc.
- Use of temporal conjunction, such as firstly, then, next, after that, etc.
- Use of temporal circumstance, such as once, once upon a time, etc.

Narrative text for dictogloss:

The Legend of Toba Lake

Once upon a time, there lived a farmer in a village in North Sumatra. His name was He worked on his farm to grow rice and vegetables for his daily life.

One day, Toba wanted to eat a fish so he went to river to catch a fish. Suddenly, he was very surprised because he got a big fish and brought to his home.

When he walked into his bedroom after taking a bath, Toba was very shocked because there stood a very beautiful woman in his living room. She was a fish that he caught in the river.

Since that day, the beautiful woman lived in Toba's house. Toba fell in love with her and asked her to marry him. Then the woman said "Yes, I want to be your wife but you must keep promise not to tell anyone that I am actually a fish, if you tell it, there will be a disaster". Toba agreed and they directly got married. Several years later, they had a son named Samosir.

One afternoon, Samosir's mother asked him to go to the farm to bring Toba's lunch. In the middle of his way to the farm, Samosir was hungry. He finally stopped to eat his father's lunch. When Samosir arrived at the farm, Toba was very disappointed and angry because his lunch box was empty. Then, Toba said, "You are a lazy and stupid boy. You are son of a fish!" Hearing that, Samosir cried and directly went home.

Then, he told his mother about what Toba said. Samosir's mother was shocked and sad because her husband broke his promise. When her son left, she prayed and turned into a fish again. Suddenly, the sky became dark. Not long after that, the heavy rain poured the earth and caused big flood. The villages also sink and it became a huge lake. Now, that lake is known as Toba Lake and the island in the middle of lake is called Samosir Island.

Some vocabularies related to the text that will be read:

- | | | | |
|-----------|-----------|----------|------------|
| - Hut | - Decided | - Poured | - Disaster |
| - Promise | - Farm | - Lake | - Etc... |

F. Sumber/Media Pembelajaran

- Sumber : Buku Cetak Bahasa Inggris "English Alive for grade XI", Internet
Media : LCD, Projector, White board, Board marker, script teks

G. Metode/Teknik Pembelajaran

- Teknik : Diskusi dan penugasan kelompok dengan teknik *Dictogloss*

H. Langkah-langkah Pembelajaran

| Kegiatan | Deskripsi Kegiatan |
|----------------------------------|--|
| Pendahuluan (10 Menit) | <ul style="list-style-type: none"> • Siswa mengucapkan salam kepada guru dan berdoa sebelum belajar dengan dipimpin oleh ketua kelas • Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris • Guru mengecek kehadiran siswa • Guru memberikan motivasi kepada siswa • Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas • Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan belajar yang akan dilaksanakan dengan teknik <i>Dictogloss</i>. |

| | |
|-----------------------------------|--|
| <p>Inti (70 Menit)</p> | <p><i>Eksplorasi</i></p> <ul style="list-style-type: none"> • Siswa mengamati teks naratif yang diberikan oleh guru • Siswa diminta membaca cepat teks naratif yang diberikan • Siswa mengidentifikasi kosa kata yang belum mereka ketahui • Siswa dan guru <i>me-review</i> kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif. • Siswa mengamati dan menganalisa struktur, dan unsur kebahasaan dari teks yang diberikan • Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Atau antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi tertentu dari teks. • Melalui tanya jawab dengan siswa, guru mengenalkan kosakata – kosakata baru yang mungkin akan ditemukan pada teks naratif yang akan didengarkan oleh siswa. <p><i>Elaborasi</i></p> <ul style="list-style-type: none"> • Guru mengingatkan kembali tentang kegiatan belajar yang akan mereka lakukan melalui teknik dictogloss dan menjelaskan variasi yang akan digunakan. • Siswa dibentuk ke dalam beberapa kelompok (@ 5 orang) dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis • Guru membacakan atau mendiktekan suatu teks naratif sebanyak dua kali kepada siswa dengan kecepatan normal. • Ketika pembacaan teks yang pertama, siswa tidak diperkenankan untuk melakukan apapun, siswa hanya diminta untuk mendengarkan teks dengan seksama. • Ketika pembacaan teks yang kedua, guru membagi teks tersebut menjadi 2 sesi, dimana setiap guru selesai membacakan teks disetiap sesi, setiap siswa dari masing-masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci/poin penting dari teks. • Mereka diberi waktu 15 menit untuk mendiskusikan dan merekonstruksi disetiap sesinya. • Setelah masing-masing kelompok selesai membuat hasil rekonstruksinya, setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain. • Dengan bimbingan guru, setiap kelompok diminta untuk menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan fokus pada struktur dan unsur kebahasaan dari teks naratif. |
|-----------------------------------|--|

| | |
|------------------------------|---|
| | <ul style="list-style-type: none"> • Setiap kelompok diberikan teks asli yang dibacakan oleh guru dan diminta untuk membandingkan hasil kerja kelompok lain dengan teks aslinya. • Setiap kelompok memperoleh balikan (feedback) dari kelompok lain dan guru dalam bentuk komentar dan analisa kesalahan pada tulisan. <p>Konfirmasi</p> <ul style="list-style-type: none"> • Setelah setiap kelompok mendapatkan kembali hasil rekonstruksinya, setiap individu dalam kelompok diminta melakukan proses 'revising' dan 'editing' atau menuliskan teks kembali dalam buku mereka masing – masing berdasarkan 'feedback' yang telah diberikan. |
| Penutup (10 Menit) | <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka fahami seputar materi yang sudah disampaikan. • Siswa, dengan arahan guru, membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan • Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a |

I. Penilaian

Teknik : Tes

Bentuk : Tertulis (written test)

Instrumen : *reconstruct the narrative text that has been read, by using your own words!*

Rubrik penilaian (Scoring rubric)

| | |
|---------------------|--|
| Content | |
| 30 | EXCELLENT TO VERY GOOD: knowledgeable – substantive – etc. |
| 26 | GOOD TO AVERAGE: some knowledge of subject – adequate range – etc. |
| 21 | FAIR TO POOR: limited knowledge of subject – little substance – etc. |
| 16 | VERY POOR: does not show knowledge of subject – non-substantive – etc. |
| Organization | |
| 20 | EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc. |
| 17 | GOOD TO AVERAGE: somewhat choppy – loosely organized but main idea stand out – etc. |
| 13 | FAIR TO POOR: non-fluent – ideas confused or |

| | |
|---------------------|---|
| 9 | disconnected – etc. VERY POOR: does not communicate – no organization – etc. |
| Vocabulary | |
| 20 | EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc. |
| 17 | GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, usage, but meaning not obscured. |
| 13 | FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc. |
| 9 | VERY POOR: essentially translation – little knowledge of English vocabulary. |
| Language Use | |
| 25 | EXCELLENT TO VERY GOOD: effective complex construction – etc. |
| 21 | GOOD TO AVERAGE: effective but simple construction – etc. |
| 17 | FAIR TO POOR: major problems in simple/complex construction – etc. |
| 10 | VERY POOR: virtually no mastery of sentence construction rules – etc. |
| Mechanics | |
| 5 | EXCELLENT TO VERY GOOD: demonstrate mastery of conventions – etc. |
| 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc. |
| 3 | FAIR TO POOR: frequent error of spelling, punctuation, capitalization – etc. |
| 2 | VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |

Mengetahui,
Guru Bidang Studi,

Lumajang, 2018
Peneliti,

Adnan Syarif, S.Pd

Moch. Syukron Ma'mum

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Kelas Kontrol)

Nama Sekolah : MA Miftahul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI IPS/ 1
Alokasi Waktu : 2 x 45 menit
Topik Pembelajaran : Narrative Text
Skill : Writing
Pertemuan Ke : 2

A. Standar Kompetensi

Menulis

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk narrative.

C. Indikator

1. Siswa dapat mengidentifikasi makna dari teks naratif yang diberikan
2. Siswa dapat mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan dari teks naratif
3. Siswa dapat menemukan gagasan utama dan informasi rinci dari teks naratif
4. Siswa dapat menyusun paragraph-paragraf dari teks naratif yang diacak (jumbled paragraph)
5. Siswa dapat menganalisa dan mengoreksi kesalahan yang ada dalam suatu teks naratif, dari struktur dan unsur kebahasaan.

D. Tujuan Pembelajaran

Di akhir pelajaran, siswa diharapkan mampu:

1. Menganalisa struktur dan unsur kebahasaan dari teks naratif.
2. Menangkap makna dari teks naratif yang diberikan.
3. Mempelajari serta menerapkan nilai-nilai moral yang ada dalam teks naratif dalam kehidupan sehari-hari.

E. Materi Pembelajaran

Narrative text is text which tells story or event, either actual or fictional, happened in the past by using time sequence or chronological order. Narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It commonly gives a moral value to the readers or listeners. Kinds of narrative are fable, legend, fairy tale, myth, and etc.

Social Functions:

To tell stories or past events, to amuse or to entertain the readers, and to give moral value to the readers.

Generic Structure:

Orientation:

It is about the opening paragraph that tells or introduces about 'who (characters)', 'when (time)', and 'where (place/setting)' of the story.

Complication:

Describing the rising crises which the characters have to do with or where the problems develop or happen to the characters in the story.

Resolution:

Where the problems in the story are solved or ended, either in happy ending or sad ending.

Linguistic Features :

- Focus on specific characters and places in the story: Malin Kundang, Cinderella, etc.
- Use of past tense
- Use of behavioral process or action verb such as eat, go, etc.
- Use of verbal process or verbal verb, such as say, state, etc.
- Use of mental process or mental verb; verb that refers to mental states or activities such as think, feel, etc.
- Use of adjective to describe characters and setting accurately
- Use of temporal conjunction, such as firstly, then, next, after that, etc.
- Use of temporal circumstance, such as once, once upon a time, etc.

F. Sumber/Media Pembelajaran

Sumber : Buku Cetak Bahasa Inggris "English Alive for grade XI", Internet
Media : White board, Board marker, script teks

G. Metode/Teknik Pembelajaran

Teknik : Penugasan dengan teknik jumbled paragraph

H. Langkah-langkah Pembelajaran

| Kegiatan | Deskripsi Kegiatan |
|----------------------------------|--|
| Pendahuluan (10 Menit) | <ul style="list-style-type: none"> • Siswa mengucapkan salam kepada guru dan berdoa sebelum belajar dengan dipimpin oleh ketua kelas • Guru menyapa siswa dan menanyakan keadaan siswa dengan menggunakan bahasa Inggris • Guru mengecek kehadiran siswa • Guru memberikan motivasi kepada siswa • Guru dan siswa melakukan brainstorming tentang materi yang akan dibahas • Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa |
| Inti (70 Menit) | <p>Eksplorasi</p> <ul style="list-style-type: none"> • Siswa mengamati teks naratif yang diberikan oleh guru • Siswa diminta membaca cepat teks naratif yang diberikan • Siswa me-review kembali tentang definisi, fungsi, struktur, dan unsur kebahasaan dari teks naratif • Siswa diminta menemukan gagasan utama dan informasi tertentu dari teks naratif yang diberikan • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia. • Antar siswa memberi dan menjawab beberapa pertanyaan tentang gagasan utama dan informasi tertentu dari teks <p>Elaborasi</p> <ul style="list-style-type: none"> • Siswa diberikan lembar kerja oleh guru • Siswa menyusun paragraph acak menjadi sebuah teks naratif yang bermakna dan sesuai dengan strukturnya • Siswa berlatih menganalisis dan mengoreksi kesalahan-kesalahan yang ada dalam paragraph-paragraph tersebut dengan fokus pada unsur kebahasaan teks • Guru membahas hasil kerja siswa <p>Konfirmasi</p> <ul style="list-style-type: none"> • Siswa membacakan teks naratif yang sudah tersusun dengan benar dan menyampaikan hasil analisisnya di depan kelas. • Siswa memperoleh balikan (feedback) dari guru tentang hasil kerjanya |

| | |
|--------------------------------------|---|
| <p>Penutup (10 Menit)</p> | <ul style="list-style-type: none"> • Guru memberikan kesempatan kepada siswa untuk menanyakan hal yang belum mereka fahami seputar materi yang sudah disampaikan. • Siswa, dengan arahan guru, membuat kesimpulan tentang materi dan menjelaskan nilai moral yang bisa diambil dari cerita yang telah mereka pelajari • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran yang telah dilaksanakan • Siswa dan guru menutup kegiatan pembelajaran dengan membaca do'a |
|--------------------------------------|---|

H. Penilaian

Teknik : Tes

Bentuk : Tertulis (written test)

Instrument :

Arrange the jumbled paragraph below, analyze and correct the errors in each paragraph, then rewrite the story!

RORO JONGGRANG

Until today, the temple of Roro Jonggrang is still in Candi Prambanan. People old believe that the couple who are dating in Prambanan temple will break up.

Once upon a time in Java Island especially in Prambanan, there were 2 kingdoms. They Pengging and Kraton Boko. Pengging kingdom has a cruel prince named Bandung Bondowoso. Kraton Boko had a very princess beautiful named Roro Jonggrang.

Hearing the roosters crowing, the genies were frightened and they run away leaving Bandung Bondowoso alone. They stop making temples. Then, he asked Roro Jonggrang to count the temples. The total was only 999 temples, so there was still 1 temple left. Feeling deceived, Bandung Bondowoso was very angry and he curse her, "Roro Jonggrang, let you be the one to make it complete!" It was a miracle. Suddenly, she becomes a stone.

In the palace, Prince Bandung Bondowoso *meets* Roro Jonggrang. *She* beauty amazed him. He *falls* in love at the first sight. Bandung Bondowoso proposed Roro Jonggrang to become his wife. However, Roro Jonggrang did not want to marry with him because he was too wicked. To refuse his proposal, Roro Jonggrang had a strategy. She had a request that the prince should do. She requested if Bandung Bondowoso could build thousand temples in one night before dawn, she would be his wife. Therefore, Bandung Bondowoso *asks* genies' help to make the temples.

In the midnight, the thousand temples were nearly finished. Seeing that, Roro Jonggrang *is* panic. Then she *gets* an idea to foil *him* effort. She woke all ladies in the city up. She asked them to hit and ring bell. Hearing the noise, roosters *wakes* up and crowed loudly as the morning had come.

Format Penilaian:

- Arranging : 4 x (Jumlah urutan paragraph yang benar)
- Analysis and correction : 5 x (Jumlah koreksian yang benar)

Nilai Akhir : skor dari “arranging” + “analysis and correction”

Mengetahui,
Guru Bidang Studi,

Lumajang, 2018
Peneliti,

Adnan Syarif, S.Pd

Moch. Syukron Ma'mum

Appendix 3: Pre-test and Post-test

PRE-TEST

Name :

Class :

Day/date :

Instruction :

1. Write your no. absent, your class, and day/date above.
2. Make a narrative text about the story of *Malin Kundang* in **60 minutes**.
3. Your writing should consist of at least 3 paragraphs.
4. Do not forget to write the title.



POST-TEST

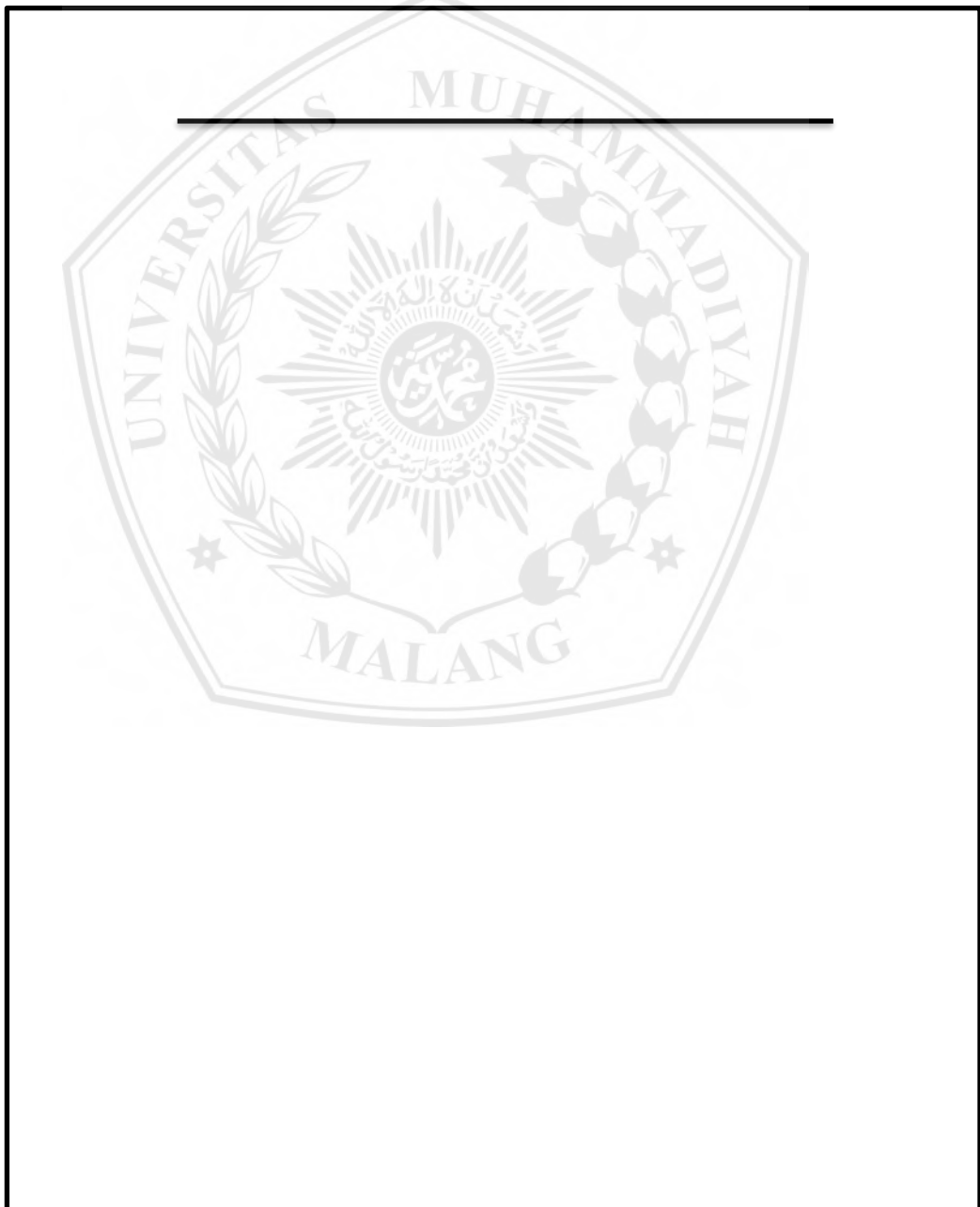
Name :

Class :

Day/date :

Instruction :

1. Write your no. absent, your class, and day/date above.
2. Make a narrative text about the story of *Tangkuban Perahu* in **60 minutes**.
3. Your writing should consist of at least 3 paragraphs.
4. Do not forget to write the title.



Appendix 4: Pre-test Score

Score of Pre-Test for Experimental and Control Group

| Pre-test of Control Group | | | |
|---------------------------|---------|---------|-------|
| Presence Number | Rater 1 | Rater 2 | Score |
| 1 | 70 | 60 | 65 |
| 2 | 75 | 75 | 75 |
| 3 | 80 | 75 | 77.5 |
| 4 | 60 | 65 | 62.5 |
| 5 | 30 | 40 | 35 |
| 6 | 65 | 65 | 65 |
| 7 | 70 | 75 | 72.5 |
| 8 | 50 | 55 | 52.5 |
| 9 | 50 | 50 | 50 |
| 10 | 45 | 45 | 45 |
| 11 | 50 | 50 | 50 |
| 12 | 65 | 60 | 62.5 |
| 13 | 60 | 65 | 62.5 |
| 14 | 55 | 45 | 50 |
| 15 | 45 | 40 | 42.5 |
| 16 | 40 | 40 | 40 |
| 17 | 50 | 45 | 47.5 |
| 18 | 55 | 65 | 60 |
| 19 | 50 | 55 | 52.5 |
| 20 | 45 | 50 | 47.5 |
| 21 | 40 | 45 | 42.5 |
| 22 | 70 | 80 | 75 |
| 23 | 75 | 70 | 72.5 |
| 24 | 55 | 50 | 52.5 |
| 25 | 60 | 55 | 57.5 |
| 26 | 55 | 55 | 55 |
| 27 | 65 | 60 | 62.5 |
| 28 | 45 | 45 | 45 |
| 29 | 40 | 45 | 42.5 |
| 30 | 35 | 40 | 37.5 |
| 31 | 45 | 45 | 45 |
| 32 | 60 | 65 | 62.5 |
| 33 | 30 | 35 | 32.5 |
| Mean | | | 54.47 |
| Maximum Score | | | 77.5 |
| Minimum Score | | | 32.5 |

| Pre-test of Experimental Group | | | |
|--------------------------------|---------|---------|-------|
| Presence Number | Rater 1 | Rater 2 | Score |
| 1 | 50 | 60 | 55 |
| 2 | 40 | 50 | 45 |
| 3 | 65 | 50 | 57.5 |
| 4 | 75 | 70 | 72.5 |
| 5 | 80 | 75 | 77.5 |
| 6 | 55 | 60 | 57.5 |
| 7 | 40 | 45 | 42.5 |
| 8 | 65 | 65 | 65 |
| 9 | 60 | 65 | 62.5 |
| 10 | 65 | 60 | 62.5 |
| 11 | 75 | 75 | 75 |
| 12 | 50 | 55 | 52.5 |
| 13 | 55 | 55 | 55 |
| 14 | 45 | 45 | 45 |
| 15 | 35 | 35 | 35 |
| 16 | 40 | 40 | 40 |
| 17 | 35 | 35 | 35 |
| 18 | 45 | 45 | 45 |
| 19 | 65 | 65 | 65 |
| 20 | 75 | 75 | 75 |
| 21 | 50 | 55 | 52.5 |
| 22 | 55 | 60 | 57.5 |
| 23 | 45 | 45 | 45 |
| 24 | 35 | 35 | 35 |
| 25 | 50 | 50 | 50 |
| 26 | 65 | 60 | 62.5 |
| 27 | 55 | 55 | 55 |
| 28 | 75 | 75 | 75 |
| 29 | 50 | 55 | 52.5 |
| 30 | 45 | 45 | 45 |
| 31 | 80 | 75 | 77.5 |
| Mean | | | 55.73 |
| Maximum Score | | | 77.5 |
| Minimum Score | | | 35 |

Appendix 5: Post-test Score

Score of Post-Test for Experimental and Control Group

| Post-test of Control Group | | | |
|----------------------------|---------|---------|-------|
| Presence Number | Rater 1 | Rater 2 | Score |
| 1 | 70 | 65 | 67.5 |
| 2 | 75 | 70 | 72.5 |
| 3 | 75 | 65 | 70 |
| 4 | 65 | 65 | 65 |
| 5 | 55 | 45 | 50 |
| 6 | 65 | 70 | 67.5 |
| 7 | 70 | 75 | 72.5 |
| 8 | 50 | 65 | 57.5 |
| 9 | 50 | 50 | 50 |
| 10 | 45 | 45 | 45 |
| 11 | 55 | 55 | 55 |
| 12 | 65 | 65 | 65 |
| 13 | 60 | 60 | 60 |
| 14 | 55 | 65 | 60 |
| 15 | 45 | 45 | 45 |
| 16 | 65 | 60 | 62.5 |
| 17 | 50 | 50 | 50 |
| 18 | 55 | 65 | 60 |
| 19 | 70 | 65 | 67.5 |
| 20 | 75 | 75 | 75 |
| 21 | 50 | 45 | 47.5 |
| 22 | 75 | 80 | 77.5 |
| 23 | 75 | 75 | 75 |
| 24 | 55 | 55 | 55 |
| 25 | 60 | 65 | 62.5 |
| 26 | 65 | 60 | 62.5 |
| 27 | 65 | 60 | 62.5 |
| 28 | 55 | 55 | 55 |
| 29 | 55 | 50 | 52.5 |
| 30 | 35 | 40 | 37.5 |
| 31 | 45 | 45 | 45 |
| 32 | 60 | 60 | 60 |
| 33 | 35 | 35 | 35 |
| Mean | | | 58.94 |
| Maximum Score | | | 77.5 |
| Minimum Score | | | 35 |

| Post-test of Experimental Group | | | |
|---------------------------------|---------|---------|-------|
| Presence Number | Rater 1 | Rater 2 | Score |
| 1 | 65 | 65 | 65 |
| 2 | 60 | 55 | 57.5 |
| 3 | 65 | 60 | 62.5 |
| 4 | 75 | 75 | 75 |
| 5 | 80 | 80 | 80 |
| 6 | 65 | 60 | 62.5 |
| 7 | 55 | 50 | 52.5 |
| 8 | 65 | 65 | 65 |
| 9 | 60 | 70 | 65 |
| 10 | 70 | 70 | 70 |
| 11 | 75 | 75 | 75 |
| 12 | 70 | 70 | 70 |
| 13 | 65 | 60 | 62.5 |
| 14 | 55 | 55 | 55 |
| 15 | 45 | 50 | 47.5 |
| 16 | 80 | 80 | 80 |
| 17 | 50 | 50 | 50 |
| 18 | 65 | 75 | 70 |
| 19 | 65 | 65 | 65 |
| 20 | 80 | 75 | 75 |
| 21 | 60 | 55 | 57.5 |
| 22 | 60 | 60 | 60 |
| 23 | 50 | 55 | 52.5 |
| 24 | 55 | 45 | 50 |
| 25 | 80 | 75 | 77.5 |
| 26 | 65 | 65 | 65 |
| 27 | 70 | 70 | 70 |
| 28 | 75 | 75 | 75 |
| 29 | 70 | 65 | 67.5 |
| 30 | 55 | 65 | 60 |
| 31 | 80 | 80 | 80 |
| Mean | | | 65.16 |
| Maximum Score | | | 80 |
| Minimum Score | | | 47.5 |

Appendix 6: Result of Post-Hoc Test

Multiple Comparisons

Dependent Variable: Pre-test and Post-test Score

| | (I) Group | (J) Group | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|------------|-------------------|-------------------|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Scheffe | Pre control | pre experimental | -1.256 | 2.869 | .979 | -9.39 | 6.87 |
| | | post control | -4.470 | 2.824 | .477 | -12.47 | 3.53 |
| | | post experimental | -10.692* | 2.869 | .004 | -18.82 | -2.56 |
| | Pre experimental | pre control | 1.256 | 2.869 | .979 | -6.87 | 9.39 |
| | | post control | -3.214 | 2.869 | .740 | -11.34 | 4.92 |
| | | post experimental | -9.435* | 2.913 | .018 | -17.69 | -1.18 |
| | Post control | pre control | 4.470 | 2.824 | .477 | -3.53 | 12.47 |
| | | pre experimental | 3.214 | 2.869 | .740 | -4.92 | 11.34 |
| | | post experimental | -6.222 | 2.869 | .201 | -14.35 | 1.91 |
| | Post experimental | pre control | 10.692* | 2.869 | .004 | 2.56 | 18.82 |
| | | pre experimental | 9.435* | 2.913 | .018 | 1.18 | 17.69 |
| | | post control | 6.222 | 2.869 | .201 | -1.91 | 14.35 |
| Bonferroni | Pre control | pre experimental | -1.256 | 2.869 | 1.000 | -8.95 | 6.44 |
| | | post control | -4.470 | 2.824 | .696 | -12.04 | 3.10 |
| | | post experimental | -10.692* | 2.869 | .002 | -18.38 | -3.00 |
| | Pre experimental | pre control | 1.256 | 2.869 | 1.000 | -6.44 | 8.95 |
| | | post control | -3.214 | 2.869 | 1.000 | -10.91 | 4.48 |
| | | post experimental | -9.435* | 2.913 | .009 | -17.25 | -1.62 |
| | Post control | pre control | 4.470 | 2.824 | .696 | -3.10 | 12.04 |
| | | pre experimental | 3.214 | 2.869 | 1.000 | -4.48 | 10.91 |
| | | post experimental | -6.222 | 2.869 | .192 | -13.91 | 1.47 |
| | Post experimental | pre control | 10.692* | 2.869 | .002 | 3.00 | 18.38 |
| | | pre experimental | 9.435* | 2.913 | .009 | 1.62 | 17.25 |
| | | post control | 6.222 | 2.869 | .192 | -1.47 | 13.91 |

*. The mean difference is significant at the 0.05 level.